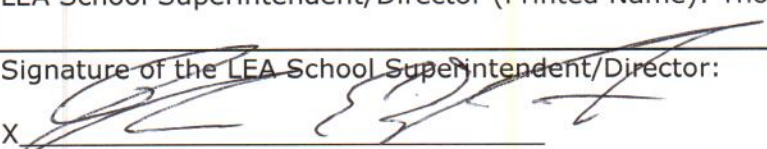
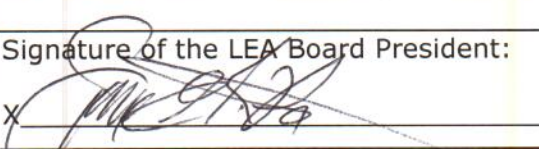


LEA Application

Michigan SIG Cohort IV

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of LEA Applicant:</p> <p>American International Academy</p> <p>District Code: 82730</p>	<p>Applicant's Mailing Address:</p> <p>300 South Henry Ruff Road Westland, Michigan 48186</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Thomas White</p> <p>Position and Office: School Leader</p> <p>Contact's Mailing Address: 300 South Henry Ruff Road, Westland, Michigan, 48186</p> <p>Telephone: 734-895-7974</p> <p>Fax: 734-331-4260</p> <p>Email address: T.White@americanintlacademy.com</p>	
<p>LEA School Superintendent/Director (Printed Name): Thomas White</p>	<p>Telephone: 734-895-7974</p>
<p>Signature of the LEA School Superintendent/Director:</p> <p>X </p>	<p>Date: 7/5/15</p>
<p>LEA School Board President (Printed Name): James Robinson</p>	<p>Telephone: 734-895-7974</p>
<p>Signature of the LEA Board President:</p> <p>X </p>	<p>Date: 7/5/15</p>
<p>Union Representative (Printed Name): N/A</p>	<p>Telephone: N/A</p>
<p>Signature of Union Representative:</p> <p>X NOT APPLICABLE</p>	<p>Date: N/A</p>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.</p> <p>ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in Attachment H, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.</p>	

LEA APPLICATION

SCHOOLS TO BE SERVED

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
American International Academy	260098608231	✓		Turnaround

Note: The **"Rule of Nine"** has been **eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

OVERVIEW OF APPLICATION REQUIREMENTS

- DO NOT RESPOND HERE -

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources:** (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics (Section B, Question 8)
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)
13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

Section A

1. Actions to Support the Intervention Model

American International Academy is a K-8 public school academy (charter school) operating at a single site in Westland, serving that community along with Inkster. The Academy is structurally different than traditional public schools. There is not a district/central office – the Academy is an independent public school operating as a school district without borders.

With that said, the Academy has taken action to modify its practices and policies to ensure our turnaround can be implemented fully. Foremost among these changes was the termination of the school's founding "management company," which operated the school for its first two years for a substantial annual fee. This change was made in response to poor support and low student achievement. There is now not a private, for-profit company managing the school's operations, and the school through its board of directors has the flexibility and freedom to make critical, necessary changes. The Academy's new structure involves a limited fee, nonprofit staff leasing and human resources provider, CAO/school leader, and a business office. The Board has empowered the school leader with the responsibility to develop and implement the school's educational program and reform plan in pursuit of the school and authorizer's educational goals.

This new model of self-management for the school reflects a new way for the Academy to make decisions and share information, and removed barriers to reform implementation. The CAO/school leader (working collaboratively with others in the organization) directs budgeting, spending, staff assignments, policy development, long term planning, organizational structure, and other aspects of school management that are typically reserved to the central office's leadership and control.

A school is only as effective as its teachers and leaders, and we are focused on recruiting a skilled staff. The Academy is leveraging its relationship with Shared Charter Services, a Michigan nonprofit corporation providing human resources and other services on a low, shared cost basis. Shared Charter Services has invaluable experience working with the school improvement grant program and priority schools, and in identifying, recruiting, and retaining high quality instructional staff. SCS has committed to advertising widely for vacancies, working collaboratively with the CAO/school leader to recruit and interview staff, and develop a comprehensive pay and benefits package that compensates the Academy's teachers at a rate that recognizes the challenges of their work. SCS will also take advantage of its work with other schools and school buildings to recruit proven talent to the school, reducing hiring mistakes and better positioning the school building for success. Finally, SCS recognizes the special circumstances the school faces, and has committed to being especially cooperative when personnel changes are necessary. While we hope and trust turnover will be low, we cannot have our reform stymied by a recalcitrant personnel office – SCS is about supporting changes that benefit kids, not standing in the way of them.

Community resources are important, and the Academy has many informal relationships with local organizations and community members. Two the Academy intends to leverage are Gleaners Food Bank and Starfish Family Services. Many of the families at American International Academy struggle with meeting the daily basic needs of sufficient food, appropriate school clothing, school supplies, and access to community resources to fulfill these needs. The Academy will partner with Gleaners Food Bank to provide perishable and non-perishable food items to our families on a monthly basis. The school will develop a school closet that will supply supplemental school uniforms, personal hygiene supplies and school supplies to our families at no cost to them. Starfish Family Service has in the past been a reliable agency to the school and our families. Collaborative working relationship with this agency will continue to provide vital community resources to the families within the school.

In addition, there are people in the community who have important knowledge, experience, and skills, our teachers need. The growth of charter schools in urban communities has not been without cost, and one underappreciated effect has been the two generation decline in investment in teacher professional development, due to both high teacher churn and a failure of leadership. We hope to identify retired teachers to serve as informal mentors to our staff, relating their considerable knowledge and in some sense bridging the training gap.

The Academy is committed to implementing its reform plan and its preliminary 2015-16 budget reflects this commitment. The SIG grant provides resources, permitting our implementation to be faster and deeper. The Academy's reform plan is fully aligned with the SIG. Our reform plan focuses on three "big ideas:"

- teacher training and development through coaching and professional learning communities,
- developing and maintaining a positive climate and culture, and
- differentiated instruction through the smart use of instructional technology and blended learning.

The school's SIG grant is centered on and funds activities that support each of these "big ideas." The grant funds aligned priorities:

- job-embedded instructional coaching,
- instructional data analysis service and coaching,
- additional prep periods for dedicated PLC meeting time, giving teachers the time they need together to reflect, learn, develop a strong student-centered culture,
- investment in technical infrastructure and user support, providing the robust network and systems its students need to be successful in a blended learning environment,
- increases in teacher compensation to increase the quality of candidates and reward them for success in an at-risk environment, and retain teachers – critical to sustaining our work.

2. Oversight of SIG implementation

As noted above, the Academy does not have a traditional district/central office; the school building administration and district administration are one and the same. Many charter schools contract with a management company for central services, but, as part of its reform, the Academy terminated its contract with its former management company in favor of self-management.

Given this atypical structure, the Academy has given thought to how it can receive the benefit of important implementation oversight under its present organizational structure, which it will not be changing. We will do all of the following.

- The school improvement grant coordinator is a half-time position but year-round, and is something more than a compliance agent. Our expectation is that the grant coordinator will function as a member of the Reform Team, be the most knowledgeable team member, and help hold everyone accountable for implementing our plan.
- We will leverage the knowledge and experience of Shared Charter Services, a company that has experience working with priority schools. SCS's personnel director also works as state and federal program director for a large Detroit charter school, and is intimately familiar with federal program requirements, rules, and record keeping. SCS reports to the Academy Board.
- The Academy contracts with a firm for accounting services, and this firm has considerable experience helping schools maintain compliance in budgeting, purchasing, and contracting. This firm reports directly to the Academy Board.
- The Academy Board will play an important role in holding administration accountable. A joint SIG report from the school leader and school improvement coordinator will be a standard agenda item at monthly meetings. The Academy's Board is engaged, active, and focused on results, and sees the SIG as a critical tool to see our vision realized.
- Finally, the Academy has committed to contracting with a third party evaluator to monitor and hold us accountable. The evaluator will gather data and report on program and external service provider (ESP) progress in early December, early March, and June. The report will include data concerning culture and climate. We will use our preoperational year to recruit an evaluator and develop instruments and processes for data collection and reporting during the grant's operational years. The evaluator will report its findings to the Academy Board and other stakeholders.

In summary, the oversight of SIG implementation is centered on the Academy Board of Directors, with the school improvement grant coordinator, Shared Charter Services, the contractual evaluator, and business office doing the work and reporting to the Board.

3. Monitoring Progress on Annual Goals Attachment G.

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-19	Goal for 2019-20
Reading	M-STEP base	M-STEP Base + 6.53%	+6.53%	+6.53%	+6.53%	+6.53%
Mathematics	M-STEP base	M-STEP Base + 8.65%	+8.65%	+8.65%	+8.65%	+8.65%
Writing	M-STEP base	M-STEP Base +5.56%	+5.56%	+5.56%	+5.56%	+5.56%
Social Studies	M-STEP base	M-STEP Base +7.11%	+7.11%	+7.11%	+7.11%	+7.11%
Science	M-STEP base	M-STEP Base +7.9%	+7.9%	+7.9%	+7.9%	+7.9%

The Academy has aggressive targets to reach. Our goals are based on the M-STEP assessment and use as annual increases our individual MEAP path to proficiency increases, which will change (and therefore will be adjusted) once M-STEP scores are released and compiled for accountability purposes. Because of the uncertainty of year-to-year comparisons on changing State-mandated assessments, the infrequent annual administration of the State assessment, and its summative nature, the Academy will also use other assessments throughout year to monitor progress. The Academy's 2nd – 8th will therefore have mid- and end of year reading and math growth goals on Performance Series.

Performance Series (PS) data will be used by the LEA in the fall to develop short-term grade level and classroom priority instructional areas, individual student learning plans and targets, and student end of year growth goals. Fall scores are baseline figures we will use to measure student learning growth. Winter PS data will be used in the winter to monitor each student's progress toward his/her goal, adjust student instructional plans as necessary, and as a check on school progress as a whole. PS includes a projection of performance on the State assessment, which serves as a useful measure in addition to growth scores. Spring PS data will be used to measure and celebrate student growth against individual goals, and evaluate the success of the instructional program.

All of the above will be presented in writing and orally to the LEA's Board of Directors at its monthly meetings.

It is noted that there are limitations to PS data too often overlooked. One is that student effort is integral to the collection of reliable data; at-risk students' efforts tend to vary perhaps more than advantaged students, resulting in large swings in point totals. School officials tend to believe the large gains and discount the large losses. In truth, both are invalid and must be discounted. Human nature being what it is, schools also tend to emphasize doing one's best on the spring assessment, but accept whatever scores are produced in the fall. Inasmuch as possible, then, the Academy will, especially in the fall, ensure students are putting forth their best efforts and providing reliable data.

Summer M-STEP (or replacement State-mandated assessment) scores will be analyzed by the LEA closely in the summer, or when scores are available, by the school reform team, including the data coach. The reform team will present the Academy's progress toward its goals to the Board of Directors, staff, families, and other stakeholders.

Finally, a third party evaluator will be retained to provide contracted evaluation services to the LEA, and its report will be produced independent of school staff and leadership. Working with the school improvement grant coordinator and data coach, the evaluator will provide continuous monitoring and measuring of the Academy's progress in meeting expected outcomes. The evaluator's reports will be presented at a public Board meeting, shared with the Academy's authorizer, and plotted on large displays in the school building.

4. Charter School Accountability

American International Academy is a public school academy (charter school), but does not contract with a CMO/EMO or “management company” for services. This question therefore is not applicable.

N/A

5. External Service Provider Accountability

There is no distinction between district/central office and school administration in our school – they are one and the same. The Academy will hold the ESP accountable by utilizing an outside contractor to evaluate the ESP in November 201x, February 201x, and May 201x. The ESP will be evaluated by:

- (1) the extent to which the Academy meets its SIG goals;
- (2) data from a survey concerning the effectiveness coaching services;
- (3) evidence of teacher professional growth and development in implementing strategies and programs described in the school improvement plan and other key instructional strategies and practices.

With the support of the third party evaluator, the Academy will work in 2015-16 to develop a suitable evaluation instrument.

The outside evaluator shall collect data and information and produce a written report in early December 201x and early March 201x, and a final report in June 201x. The report shall describe the ESP's standing against the above measures; describe the work being done by the ESP, and its relationship to improved teaching and student outcomes; recommend any mid-year course corrections and changes that, in the evaluator's judgment, would result in improved performance by the Academy and/or ESP; and, if the ESP is working with other SIG schools providing similar services, include a brief discussion of other school(s)' progress and with the provider.

The evaluator's reports will be submitted and presented to the Board at its December 201x, March 201x, June 201x meetings. The Reform Team will recommend to the Academy Board at its June 201x meeting (a) the renewal of a contract with the ESP, and any changes to the services, rate, or terms thereof, or (b) that an interview and selection process for a new ESP be held.

In addition to the ongoing evaluation of the ESP, the Academy will use the experiences of SIG III schools to ensure the following:

- the contract permits the Academy to terminate services without cause at any time, without notice. Thirty (30) days is the MDE requirement, but struggling schools do not have time or funds to pay any company for 30 days of ineffective work.
- the assignment of staff is subject to the Academy's approval. We will not have the Academy in a position in which ESP staff are assigned, reassigned, removed, and replaced without accountability to the school.
- the daily rate will be reasonable and have some relation to the market. Schools are at a significant disadvantage in negotiations with ESPs due to inexperience and their great needs. Standard daily rates quoted by some ESPs are excessively high, and other schools have been successful negotiating rates that are considerably less than rates charged by other schools.
- services are targeted, limited, and successfully performed. An ESP can play an important role in a school's reform and be an effective partner, but control and reform cannot and should not be turned over to them.
- the company is held accountable, as opposed to the staff person(s) assigned to the school. Too often schools fail to hold the contractor's leadership responsible for its company's performance, and instead focus solely on the individual(s) doing the staff work for the company. ESPs claim to be turnaround experts and should be treated as such, not as a personnel agencies that place coaches in schools.

The Academy will hold the company accountable for deliverables, outcomes, and meeting SIG requirements.

6. District Level Budgets:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
 3. This may include contracting with a third party.
 - iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant
 3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends. **(maximum length 2 pages)**

Attachments

Attachment C.2: Five Year Budget Overview

Attachment C.3: Preliminary District Level Budget

Attachment C.2: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1	714,776	1,475,000	1,264,296	1,254,165	457,794	5,116,031
LEA Costs	15,273	25,000	25,455	25,455	25,455	116,638
Total Budget	730,049	1,500,000	1,289,751	1,279,620	482,794	5,282,214

Attachment C.3: Preliminary District Level Budget

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

The district budget must adhere to the following guidelines

1. Annual district level costs should not exceed 5% of the overall LEA allocation.
2. Building level costs or positions may not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs may not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
3. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
4. District level duties may include, but are not limited to:
 - a. Financial oversight
 - b. Support for school buildings receiving the grant
 - c. Monitoring schools and other entities for compliance with grant requirements
 - d. Monitor progress on annual goals and implementation of the grant and selected intervention model

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation			15000				
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL	0.00	0.00	15,000	0.00	0.00	0.00	15,000
	Indirect Costs 1.82 % Restricted Rate			273				273
	TOTAL	0.00	0.00	15,273	0.00	0.00	0.00	15,273

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation			25,000				25,000
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,000
	Indirect Costs 1.82 % Restricted Rate			0.00				0.00
	TOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,000

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation			25,000				25,000
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,000
	Indirect Costs 1.82 % Restricted Rate			455				455
	TOTAL	0.00	0.00	25,455	0.00	0.00	0.00	25,455

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation			25,000				
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,000
	Indirect Costs 1.82 % Restricted Rate			455				455
	TOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,455

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation			25,000				25,000
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL	0.00	0.00	25,000	0.00	0.00	0.00	25,000
	Indirect Costs 1.82 % Restricted Rate			455				455
	TOTAL	0.00	0.00	25,455	0.00	0.00	0.00	25,455

6.c Budget Narrative

- 1) How the district will monitor the progress of each school, and
- 2) How the district will monitor external service providers

Function Code 281 – Purchased Services – Year 1: \$15,273, Year 2: \$25,000, Year 3: \$25,455, Year 4: \$25,455, Year 5: \$25,455.

The Academy does not have a traditional district/central office; the school building administration and district administration are one and the same. There is also no “management company” overseeing our school.

The Academy’s progress monitoring plan is described in response to question 2, above. From a district expense standpoint, which is the subject this question, the sole expense is the third party evaluator at \$15,000 in year one, followed by \$20,000 in years 2-5. The evaluator will gather data and report on program and external service provider (ESP) progress in early December, early March, and June. We will use our preoperational year to recruit an evaluator and develop instruments and processes for data collection and reporting during the grant’s operational years. The reports will include analysis of relevant assessment data, as described in our response to question 3, above. The evaluator will report its findings to the Academy Board and other stakeholders.

The Academy will hold the ESP accountable by utilizing an outside contractor to evaluate the ESP in November 201x, February 201x, and May 201x. The ESP will be evaluated by:

- (1) the extent to which the Academy meets its SIG goals;
- (2) data from a survey concerning the effectiveness coaching services;
- (3) evidence of teacher professional growth and development in implementing strategies and programs described in the school improvement plan and other key instructional strategies and practices.

The evaluator’s reports shall describe the ESP’s standing against the above measures; describe the work being done by the ESP, and its relationship to improved teaching and student outcomes; recommend any mid-year course corrections and changes that, in the evaluator’s judgment, would result in improved performance by the Academy and/or ESP; and, if the ESP is working with other SIG schools providing similar services, include a brief discussion of other school(s)’ progress and with the provider.

The evaluator’s reports will be submitted and presented to the Board at its December 201x, March 201x, June 201x meetings. The Reform Team will recommend to the Academy Board at its June 201x meeting (a) the renewal of a contract with the ESP, and any changes to the services, rate, or terms thereof, or (b) that an interview and selection process for a new ESP be held.

How the district will monitor charter school operators/CMOs/EMOs

Not Applicable – while we are a public school academy (charter school), we do not have a CMO/EMO/”management company.” We are an independent school.

How these efforts will align with/support the state reform/redesign plan

The Academy’s evaluation efforts align fully with the State reform/redesign plan. The reform plan is centered on differentiating instruction through technology in a blended learning environment, developing and maintaining a student-centered, positive culture and climate, and professional learning and growth through high quality professional development and PLCs. The SIG grant funds activities directly aligned with the reform plan. The district’s expense for third party evaluation services, which is the subject of this section of the application, funds the evaluator’s reporting on ESP performance against measureable outcomes (professional development and growth), student assessment achievement and growth (the trailing outcomes of the implementation of the Academy’s blended learning educational programming and curriculum, the performance

of support personnel under the grant, and change in school culture and climate. The evaluator's reports will be used as guide markers by administration and the Board to ensure fidelity to the grant and reform plan, and prompt necessary adjustments throughout the grant period.

How district level positions will be funded when the grant ends

There are no district level "positions" funded under this grant application, only a third party contracted evaluator. The evaluator's services will not be required after the grant period ends.